

Heritage Elementary

1592 Geer Highway
Travelers Rest, SC 29690

Grades	K-5 Elementary School	
Enrollment	602 Students	
Principal	Martha Kinard	864-834-6424
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	45	44	4	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

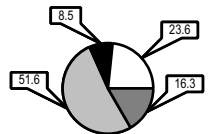
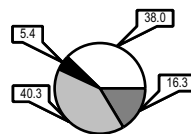
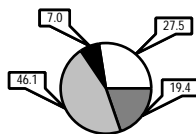
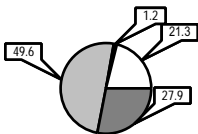
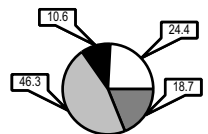
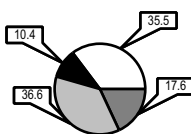
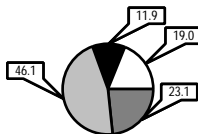
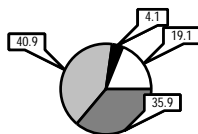
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	275	98.9	20.7	50.0	28.1	1.2	41.0	Yes	Yes
Gender									
Male	139	98.6	27.0	49.2	23.0	0.8	35.7		
Female	136	99.3	14.6	50.8	33.1	1.5	46.2		
Racial/Ethnic Group									
White	237	98.7	19.5	47.5	31.7	1.4	45.2	Yes	Yes
African American	38	100.0	28.6	65.7	5.7	0.0	14.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	235	100.0	19.1	48.9	30.7	1.3	43.6		
Disabled	40	92.5	32.3	58.1	9.7	0.0	22.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	275	98.9	20.7	50.0	28.1	1.2	41.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	275	98.9	20.7	50.0	28.1	1.2	41.0		
Socio-Economic Status									
Subsidized meals	144	97.9	24.6	56.2	19.2	0.0	32.3	Yes	Yes
Full-pay meals	131	100.0	16.7	43.7	37.3	2.4	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	275	99.6	27.2	46.3	19.5	7.0	39.3	Yes	Yes
Gender									
Male	139	99.3	27.0	47.6	18.3	7.1	39.7		
Female	136	100.0	27.5	45.0	20.6	6.9	38.9		
Racial/Ethnic Group									
White	237	99.6	25.2	46.4	20.3	8.1	42.3	Yes	Yes
African American	38	100.0	40.0	45.7	14.3	0.0	20.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	235	100.0	22.7	48.4	20.9	8.0	42.2		
Disabled	40	97.5	59.4	31.3	9.4	0.0	18.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	275	99.6	27.2	46.3	19.5	7.0	39.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	275	99.6	27.2	46.3	19.5	7.0	39.3		
Socio-Economic Status									
Subsidized meals	144	99.3	32.8	49.6	13.0	4.6	29.8	Yes	Yes
Full-pay meals	131	100.0	21.4	42.9	26.2	9.5	49.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	275	100.0	38.0	40.3	16.3	5.4	21.7
Gender							
Male	139	100.0	41.7	38.6	11.0	8.7	19.7
Female	136	100.0	34.4	42.0	21.4	2.3	23.7
Racial/Ethnic Group							
White	237	100.0	34.5	41.3	18.4	5.8	24.2
African American	38	100.0	60.0	34.3	2.9	2.9	5.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	235	100.0	34.7	42.2	16.9	6.2	23.1
Disabled	40	100.0	60.6	27.3	12.1	0.0	12.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	275	100.0	38.0	40.3	16.3	5.4	21.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	275	100.0	38.0	40.3	16.3	5.4	21.7
Socio-Economic Status							
Subsidized meals	144	100.0	43.2	41.7	9.8	5.3	15.2
Full-pay meals	131	100.0	32.5	38.9	23.0	5.6	28.6

Social Studies							
All Students	275	100.0	23.6	51.6	16.3	8.5	24.8
Gender							
Male	139	100.0	22.0	54.3	13.4	10.2	23.6
Female	136	100.0	25.2	48.9	19.1	6.9	26.0
Racial/Ethnic Group							
White	237	100.0	23.3	48.4	18.8	9.4	28.3
African American	38	100.0	25.7	71.4	0.0	2.9	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	235	100.0	20.4	51.6	18.2	9.8	28.0
Disabled	40	100.0	45.5	51.5	3.0	0.0	3.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	275	100.0	23.6	51.6	16.3	8.5	24.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	275	100.0	23.6	51.6	16.3	8.5	24.8
Socio-Economic Status							
Subsidized meals	144	100.0	28.8	52.3	13.6	5.3	18.9
Full-pay meals	131	100.0	18.3	50.8	19.0	11.9	31.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	107	100.0	12.9	36.6	46.5	4.0	50.5
	4	82	100.0	28.6	45.5	24.7	1.3	26.0
	5	99	100.0	25.5	58.2	15.3	1.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	100.0	15.1	38.4	43.0	3.5	46.5
	4	101	99.0	22.8	54.3	22.8	0.0	22.8
	5	83	97.6	24.7	57.1	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	107	100.0	19.8	47.5	29.7	3.0	32.7
	4	82	100.0	23.4	57.1	16.9	2.6	19.5
	5	99	100.0	36.7	48.0	10.2	5.1	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	100.0	16.3	51.2	20.9	11.6	32.6
	4	101	100.0	28.3	43.5	21.7	6.5	28.3
	5	83	98.8	37.2	44.9	15.4	2.6	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	100.0	36.0	44.2	16.3	3.5	19.8
	4	101	100.0	38.0	35.9	19.6	6.5	26.1
	5	83	100.0	38.5	42.3	12.8	6.4	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	100.0	22.1	58.1	15.1	4.7	19.8
	4	101	100.0	17.4	55.4	16.3	10.9	27.2
	5	83	100.0	32.1	39.7	17.9	10.3	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 602)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.9%	No change	3.2%	3.0%
Attendance rate	95.9%	Down from 96.0%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Up from 1.7%	4.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%	Up from 1.7%	3.6%	3.2%
Eligible for gifted and talented	12.4%	Down from 13.2%	13.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 7.8%	9.4%	8.2%
Older than usual for grade	0.3%	Down from 0.5%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	41.7%	Up from 30.6%	53.8%	52.6%
Continuing contract teachers	83.3%	Down from 88.9%	85.0%	83.3%
Highly qualified teachers	91.2%	Up from 87.5%	92.8%	93.5%
Teachers with emergency or provisional certificates	3.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 89.5%	88.0%	87.0%
Teacher attendance rate	94.0%	Up from 92.1%	95.0%	95.0%
Average teacher salary	\$40,622	Up 2.0%	\$41,719	\$41,703
Prof. development days/teacher	14.5 days	Up from 11.2 days	13.0 days	12.8 days
School				
Principal's years at school	5.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.6 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.0%	Up from 85.7%	89.8%	89.8%
Dollars spent per pupil*	\$5,304	Down 1.7%	\$6,144	\$6,242
Percent of expenditures for teacher salaries*	62.9%	Up from 61.1%	65.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Throughout the 2004-2005 school year, Heritage continued its pursuit of excellence. Our committed staff continues to provide outstanding, quality learning and a loving environment. We keep our focus on moving students to higher levels of learning and self-regulation.

Our school continues to make progress on PACT and recognizes areas to strengthen. As part of our plan for growth and improvement, Heritage continues to implement the International Baccalaureate (IB) Primary Years Program. Through guided inquiry, students utilize problem solving strategies and meet high academic expectations as they become culturally aware and world ready. The IB Profiles and Attitudes are incorporated throughout the curriculum. This helps our students excel in the affective domain.

Heritage is also committed to arts integration and has partnered with the Peace Center of Performing Arts to participate in a professional development experience to train teachers in our building on how to maximize instruction through arts integration. We continue our strong partnership with North Greenville College and Furman University to promote quality teaching and learning through our collaboration.

Heritage will continue to address the academic needs of all students. Please note our goals for improvement as we continue to provide the best possible learning environment for children: 1. Raise the academic challenge and performance of each student. 2. Heritage students will be challenged through inquiry-based experiences. 3. Heritage teachers will be trained in available technology software and hardware. 4. Develop and maintain strong, meaningful partnerships with parents. 5. Students, parents, and staff will share the responsibility for improving student learning and behavior. Respect, responsibility, and integrity will be evident.

Martha Kinard, Principal
Kathleen Brooks, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	73	35
Percent satisfied with learning environment	94.4%	91.7%	91.4%
Percent satisfied with social and physical environment	97.3%	89.7%	85.7%
Percent satisfied with school-home relations	82.9%	83.8%	62.9%

*Only students at the highest elementary school grade level at this school and their parents were included.